



MEMORANDUM

TO: Lisa Raymond, President
State Board of Education

THROUGH: Kerri L. Briggs, Acting State Superintendent of Education

FROM: Alex Harris, Assistant Superintendent
Office of Standards, Assessment & Accountability

DATE: June 9, 2009

RE: Report Cards

The Office of the State Superintendent of Education is redesigning its print state report card starting in the 2009-10 school year in an effort to be compliant with federal No Child Left Behind requirements as well as in accordance with the roll out of the new state longitudinal education data system (SLED). According to Sec.403 (12) in the D.C. Official Code 38-1652, the State Board of Education is to “approve the categories and format of the annual report card, pursuant to NCLB Act”. For your convenience please see federal NCLB requirements below (Sec.1111(h)(1)(C)):

“(C) REQUIRED INFORMATION.—The State shall include in its annual State report card—

- (i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);
- (ii) information that provides a comparison between the actual achievement levels of each group of students described in subsection (b)(2)(C)(v) and the State’s annual measurable objectives for each such group of students on each of the academic assessments required under this part;
- (iii) the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));
- (iv) the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;
- (v) aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;
- (vi) graduation rates for secondary school students consistent with subsection (b)(2)(C)(vi);
- (vii) information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116; and

(viii) the professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.”

With respect to the NCLB requirements above the OSSE proposes the following categories be part of the state education agency report card:

- Student Achievement in Aggregate
- Student Achievement disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- A comparison of student achievement to DC’s Annual Measurable Objectives
 - Below Basic, Basic, Proficient, and Advanced
- Percent of Students tested disaggregated
- Other academic indicators disaggregated
 - Attendance and graduation rate
- Two year achievement trends
- List of schools with school improvement status levels
- Teacher qualifications

Consistent with federal and local expectations, the OSSE has instructed the designer to ensure that the format shall be user friendly, easy to understand by the average parent and comprehensive.

Action Item: OSSE proposes the SBOE of education vote to approve the categories and format of the state education agency report discussed in this memo.